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ABSTRACT

Intended to help special education teachers plan individualized education programs for high school special education students, this Project CAST (Community and School Together) guide presents language arts learning objectives important to independent living. Goal statements, behavioral objectives, and specialized vocabulary are outlined for the following language arts topics: listening/speaking, reading, writing, reference materials, telephone use, newspaper use, and restaurant skills. A list of resources with brief summaries and information on publishers and material type (cassette, activity sheets, etc.) concludes the document. (CL)

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Objectives Guide

for

LANGUAGE ARTS

Project CAST

Charles County Board of Education Office of Special Education

La Plata, Maryland 20646

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Division of Innovation and
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Introduction

The Project CAST Life Skills Objective Guides have been developed to assist special education teachers in planning individualized education programs for high school age mildly to moderately educationally handicapped students. The set of five guides covers the math, health/science, language arts, social studies, and career development areas.

The Objective Guides identify and document basic competencies which are important to independent living. Basic academic skills are seldom presented. Users of the guides are strongly urged to seek other sources to obtain competency listings and activities for these areas.

Organization of the Guides

content area

Project CAST Life Skills Objective Guides are available for five areas: math, health/science, language arts, social studies, and career development.

unit

Each objective guide includes several life skills units. Each unit contains one general goal statement and several specific objectives.

goal statement (gs)

Each goal statement describes, in general terms, the behavioral outcomes desired for the unit.

objective

Objectives describe the competencies which should be mastered to achieve that which is intended by the "goal statement".

vocabulary

Specialized vocabulary words are provided for many units. These are some of the terms that teachers and students may need to define prior to usage.

resources

A cursory list of instructional resources are included for each content area.

Using the Guides

1. The math, health/science, social studies, and language arts guides present a continuum of objectives which should be taught from grades nine through twelve.

2. The career development guide is divided into four sections with each section matching a Project CAST program phase (Career Awareness, Career Exploration, Career Investigation, and On-The-Job Training). Students should be taught the career development objectives which match their Project CAST phase placement.

3. Although most of the objectives represent minimal competencies essential for independent living, it is not expected that all of the objectives will be mastered. Teachers will need to prioritize the accomplishment of objectives according to each student's individual needs and strengths.

4. Objectives which interrelate should be taught simultaneously.

5. Criteria and conditions for mastery of each objective should be developed on an individual basis.

LANGUAGE ARTS

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Listening/Speaking

GS: *The student will communicate needs, thoughts, and desires.*

objectives

1. The student will express a complete thought or idea.
2. The student will provide an appropriate response when asked a "closed" question (question requiring a "yes", "no", "I don't know" . . . response).
3. The student will repeat a direction or message.
4. The student will introduce himself/herself to another individual.
5. The student will initiate conversation with another individual.
6. Given a verbal message, the student will identify and cite orally the key elements of the message (e.g., to whom, from whom, what, when, where, why, how much).
7. The student will ask questions to clarify and gain additional information.
8. The student will tell a short story (relate an event or describe an activity).
9. The student will respond to open questions.
10. The student will summarize a given event.
11. The student will accept an invitation for an outing or date.
12. The student will invite a friend on an outing or date.
13. The student will introduce himself/herself to a group.
14. The student will participate in a group conversation or discussion by responding to the topic of discussion.

objectives (cont.)

15. The student will give clear, concise, and sequential directions to another person (for completing a task, operating a machine, playing a game, finding a location, ordering an item).

16. The student will initiate conversation in a group situation.

17. The student will arrange for necessary appointments including doctor's and dentist's appointments, beautician appointments, etc.

SPECIALIZED VOCABULARY

idea
directions
questions
group
operate

sentence
message
conversation
information
invitation
participate
appointment

answer
introduce
describe
discuss

Reading

GS: *The student will read to gain information.*

objectives

1. The student will read and interpret road signs.
2. The student will read and interpret caution and warning signs.
3. The student will read to report personal information on school forms.
4. The student will read and interpret signs which represent specific items and activities [such as: shopping signs (sale, coca cola, . . .), movie theater signs, home sale signs, etc.].
5. The student will read and interpret signs located in and on buildings.
6. The student will read to interpret personal data questions on applications and forms.
7. The student will read to elicit information from simple messages (phone, notes).
8. The student will read and interpret labels on packages and containers.
9. The student will read to follow directions in order to know what to do in the event of an emergency.
10. The student will read to follow directions to administer first aid.
11. The student will read to follow directions in order to operate household appliances.
12. The student will read to elicit information from personal letters and post cards.

objectives (cont.)

13. The student will read to locate words or names in alphabetical listings.

14. The student will read to order items from a menu.

15. The student will read to follow directions to prepare food from a recipe.

16. The student will read to elicit information from want ads.

17. The student will read to elicit information from bank statements.

18. The student will read to elicit information from bills and sales documents (e.g., sales slips, receipts, sales agreements).

19. The student will read to understand information on forms:

    a. social security forms
    b. medical forms
    c. job/training applications
    d. tax forms (W-2 included)
    e. credit and loan applications
    f. military forms/applications
    g. insurance forms
    h. voter registration forms
    i. order forms
    j. accident report form (MVA)
    k. welfare forms
    l. bank forms
    m. license applications

20. The student will read to find a location in a building, on a street, and in the local community by using maps and transportation schedules.

21. The student will read to elicit necessary information from public announcements.

22. The student will read to find information using a work schedule.

23. The student will read to order items through the mail.

24. The student will read to interpret information necessary to subscribe for goods and services.

objectives (cont.)

25. The student will read to follow directions in using a voting machine.

26. The student will read to elicit necessary information from safety and job notices (e.g., time cards, quota charts).

27. The student will read to elicit information necessary in following the directions written on a ticket (e.g., moving violation).

28. The student will read to follow directions to assemble an item from a "do-it-yourself" kit.

29. The student will read to find a location by using mass transit, city and state maps.

30. The student will read to elicit information from consumer/government pamphlets.

31. The student will read to follow directions on a pattern.

SPECIALIZED VOCABULARY

signs
information
alphabetical
receipt
applications
tax form
welfare
subscribe
service
pattern
map
ticket
warning
applications
emergency
household appliances
bank statements
social security
directions
government
instructions
menu
recipe
want ads
medical
credit
insurance
voter
accident
safety
consumer
kit
license

Writing

GS: *The student will write to communicate needs, thoughts, and desires.*

objectives

1. The student will write his/her signature.
2. The student will write his/her complete name, address, and telephone number (area and zip code included).
3. The student will copy a message, phrase and list of items/words.
4. The student will write a simple phrase, idea, or thought.
5. The student will write a complete sentence expressing a thought or idea.
6. The student will write a simple message from oral dictation.
7. The student will write lists of items/activities/people (e.g., shopping list, list of people to invite to a party).
8. The student will write a message/note [including who, what when, where, how much (as appropriate)].
9. The student will write the answers to closed questions (such as personal data on applications and forms).
10. The student will write information in an address book.
11. The student will write a simple paragraph.
12. The student will write a personal letter/social note.
13. The student will address an envelope.
14. The student will write to complete forms and applications:
    a. order forms
    b. voter registration
    c. W-2 forms
    d. accident report forms
    e. tax forms

objectives (cont.)

f. welfare forms
g. social security forms
h. bank forms
i. credit applications
j. license applications
k. medical forms
l. insurance forms
m. job/training applications

15. The student will write a paragraph to summarize ideas heard or read.

16. The student will write letters of response.

17. The student will write letters of request.

18. The student will write letters of complaint.

SPECIALIZED VOCABULARY

signature	address	envelope
paragraph	information	complete
summarize	personal data	phrase
response	complaint	request

Reference Materials

GS: *The student will locate information utilizing various reference materials including: TV guides, textbooks, magazines, dictionaries, newspapers, encyclopedias, catalogs, card catalogs, manuals, and reading books.*

objectives

1. The student will describe the primary functions of various reference materials (i.e., TV guides, textbooks, magazines, dictionaries, newspapers, catalogs, card catalogs, manuals, reading books, and encyclopedias.
2. The student will alphabetize to locate information in various reference sources.
3. The student will identify and locate tables of contents, indices, glossaries, headings, and subheadings.
4. The student will describe the purposes of glossaries, table of contents, indices, headings, and subheadings.
5. The student will utilize glossaries, tables of contents, indices, headings, and subheadings to gain information.
6. The student will identify and locate card catalogs.
7. The student will describe the purpose(s) and function(s) of card catalogs.
8. The student will utilize card catalogs to gain information.
9. The student will identify and locate a dictionary.
10. The student will describe the purpose(s) and function(s) of a dictionary.
11. The student will use a dictionary for spelling, defining words and in locating proper word pronunciations.

SPECIALIZED VOCABULARY

catalog	encyclopedia	magazine
glossary	table of contents	index
text books	dictionary	

Telephone

GS: *The student will use private and public telephones and telephone books.*

objectives

1. The student will identify a telephone by name and purpose.
2. The student will state and write his/her own telephone number (including area code).
3. The student will dial or use touch tone telephone to place calls when given local and long distance numbers.
4. The student will give a concise, complete, coherent telephone message to another party (e.g., second and third party messages).
5. The student will use the telephone to assist in emergency situations (e.g., dial operator or 911, explain situation, follow emergency instructions).
6. The student will identify telephone books by name and functions.
7. The student will locate given names in the telephone book to identify corresponding addresses and telephone numbers.
8. The student will use a telephone book to locate emergency numbers for specific services (e.g., fire, police, doctor, poison).
9. The student will use a telephone book to locate addresses and telephone numbers for specific places rendering goods and services.
10. The student will read and interpret instructions on public and emergency telephones and demonstrate proficiency in this operation.
11. The student will call the operator to request local and long distance information ("0" or "411").
12. The student will write complete telephone messages.

objectives (cont.)

13. The student will locate specific information (e.g., telephone number, address) using the guide words in the telephone book.

14. The student will locate information in the white and the yellow pages of the telephone book.

15. The student will make long distance telephone calls with and without operator assistance.

16. The student will determine and use the station to station discounts available at specific times of the day.

17. The student will call the telephone company office to report an error in a telephone bill (e.g., explain a problem, implement the solution).

18. The student will follow the steps necessary to obtain telephone service (e.g., call the telephone company or visit a telephone store, inquire about telephone styles, types of service, installation and charges).

19. The student will identify the steps to take to send a telegram.

SPECIALIZED VOCABULARY

telephone
telegram
office
discounts
area code
police
ambulance
rate

long distance
station-to-station
installation
directions
instructions
fire department
business office
repair service
collect calls
person-to-person

local
public
operator
dial
emergency
white pages
yellow pages

Newspaper

GS: *The student will read to interpret and locate information in a newspaper.*

Objectives

1. The student will identify a newspaper by name and purpose(s).
2. The student will identify and interpret newspaper headlines.
3. The student will describe the contents of each section of a newspaper (e.g., amusements, classified, editorial, comic, financial, obituary, style, sports).
4. The student will use the index to locate sections and/or specific information in the newspaper.
5. The student will locate specific information in the newspaper television and radio schedules (e.g., program titles, contents, presentation times).
6. The student will read and interpret information found in the amusement section of the newspaper.
7. The student will read and interpret newspaper advertisements.
8. The student will read, interpret, and locate information found in newspaper classified ads.
9. The student will locate and interpret the weather forecast.
10. The student will place a want ad in a newspaper (e.g., contact the newspaper, arrange for listing, arrange for payment, make payment).
11. The student will read newspaper articles to identify: who, what, when, where, why, how, how much, etc.

SPECIALIZED VOCABULARY

want ads	editorial	articles
headlines	obituary	classified
financial	advertisements	television
radio	weather forecasts	amusements

Restaurant

GS: *The student will utilize a menu to order and pay for food at an eating establishment.*

1. The student will read to comprehend each item on a restaurant menu.
2. The student will ask questions to gain information regarding food preparation.
3. The student will place food orders in fast food and full service restaurants.
4. The student will compare ordering food items individually with ordering items in combination (e.g., a la carte versus complete dinner, sandwich and fries ordered individually versus in combination).
5. The student will identify the location and telephone number of a restaurant.
6. The student will place a "carry out" order.
7. The student will read and compute restaurant checks to ascertain correctness.
8. The student will pay restaurant bills (e.g., determine amount of money to pay, calculate amount of change he/she is to receive).
9. The student will compute the correct amount of money to "tip" on a given bill (15% - 20%).

SPECIALIZED VOCABULARY

waitress	carryout	order
tip	restaurant	diner
bacon	a la carte	receipt
roast	combination	check
pancakes	grapefruit	cereal

SPECIALIZED VOCABULARY
(continued)

tea
select
sausage
toast
giant
jumbo
large
small
medium
soda
chicken
taco
fast food
buffet
lunch

beverage
orange juice
cocktails
sandwiches
appetizer
well done
cafeteria
barbequed
broiled
ice tea
hot dog
cheeseburger
maitre d'
breakfast
wine list

potato
rare
pizza
dessert
tax
baked
cafe
grilled
fried
hamburger
cheese
dinner
soup
sea food
steak

RESOURCES: Language Arts

LANGUAGE ARTS

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
SKILLS FOR LIVING UNIT 4 EVERY DAY COMMUNICATIONS	unit contains 150 pages of reproducible lessons, forms, work sheets, cartoons, role playing activities, performance evaluation	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 4.5 - 5.5 Humorous lessons follow Harvey Crumbaker, teenager; Makes student aware of the need to communicate by speaking and writing clearly. Gain experience in 20 skills.
GETTING THE GROCERIES	cassette and activity sheets, teacher's manual	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5 - 4.5 How to read food ads, recipes, menus, comparison shopping.
PAYING YOUR BILLS	cassette and activity sheets, teacher's manual	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5 - 4.5 Topics include: reading and understanding bills, using checking and savings accounts.
READING YOUR NEWSPAPER	cassette and activity sheets, teacher's manual	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5. - 4.5 Helps students analyze the different parts of a newspaper and use them to find needed information quickly and efficiently.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
FOLLOWING DIRECTIONS - ADVANCES	skill books teacher's guide	Curriculum Associates 6 Henshaw Street Woburn, Massachusetts 01801	To aid "older students" in following directions. Self directing activities in 10 skill books. Directions pertain to school, travel, recreation, bus/plane schedules, opening a bank account, using a recipe, filling out job applications.
SIGN LANGUAGE: A SURVIVAL VOCABULARY	4 paper bound books, 36 flash card signs	Changing Times Education Service Department SLMM 1729 H Street, N.W. Washington, D. C. 20006	reading level: 1 - 1.9 for special needs students 5 step exercises, word games, tests.
USING THE WANT ADS	paper bound work text	Changing Times Education Service Department SLMM 1729 H Street, N.W. Washington, D. C. 20006	reading level: 2.5 Simple exercises focus on economic and social skills.
READING SKILLS PROGRAM: REAL PEOPLE AT WORK	15 modules: work books, read-a-long cassettes, cross reference wall chart, teacher's resource guide	Changing Times Education Service Department SLMM 1729 H Street, N.W. Washington, D. C. 20006	reading level: 2.0 - 6.0 interest level: senior high Remedial and developmental, high interest; word recognition, reading comprehension, critical and creative reading.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
REAL LIFE READING	reading kits: cartoons, book series, cassettes	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	Reading competencies; survival skills; high interest
LANGUAGE ARTS SERIES	special needs center, learning center activities	Curriculum Associates 6 Henshaw Street Woburn, Massachusetts 01801	interest level: K - 12 Skill practice and reinforcement.
USING THE TELEPHONE	lesson book with photos	New Reader's Press Box 131 Syracuse, New York 13210	reading level: 5.3 Contains lessons on telephone, directory, using a business phone, getting your own phone, sending telegrams.
THE READING FOR LIVING SERIES	units in series, reading lessons with photographs	New Reader's Press Box 131 Syracuse, New York 13210	8 unit reprints from the Every Day Reading and Writing Book; how to read signs, how to read maps, instructions on safety, how to read and write personal letters, how to use telephones, how to read newspapers.
AWARE: ADULT READING AND WRITING EXPERIENCES	task oriented skill building kits with cassette guided lessons	McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10020	reading level: 2 - 9 interest level: 13 years to adult Components include: shopping for groceries, getting a job, on the job; for special needs students.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
VOCATIONAL READING RESOURCE KIT	20 work books, 2 cassettes, 2 color film strips, 8 dittos, teacher's guide	Educational Activities, Inc. Box 392 Freeport, New York 11520	interest level: junior high to adult reading level: 3.0 Humorous, high interest, low vocabulary paper books give information about job hunting and keeping a job; ditto activities: job applications, want ads.
SURVIVAL READING	multi-media, self instructional learning kit: cassettes, dittos, activity books	Educational Activities, Inc. Box 392 Freeport, New York 11520	instructional level: 4 - 5 interest level: junior-senior high Following directions on labels, newspaper ads, reading a menu, road signs, time schedules, want ads, job applications, banking.
SMART SPENDING	multi-media: 2 film strips, 1 cassette, 26 reusable texts, problem cards	Educational Design, Inc. 47 West 13th Street New York, New York 10011	Hands on program for consumer education; teaches general decision making skills: budgeting, appliances, advertising, supermarkets, housing, services.
FUNCTIONAL READING: RESOURCE MANUAL FOR TEACHERS	reading activities by functional objective	Maryland State Department of Education 200 West Baltimore Street Baltimore, Maryland 21201	Functional goals for 12 - 18 year olds: following directions, locating references, attaining personal fulfillment.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
MEETING BASIC COMPETENCIES IN READING	work study book	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	low reading level Functional reading skills include: reading directions, newspaper articles, advertisements.
READING FOR SURVIVAL	work study book	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	low reading level Functional reading skills include: news articles, package directions, time schedules, warnings, regulations.
SPELLING GAMES AND PUZZLES FOR JUNIOR HIGH	work text	Fearon- Pitman Publishers, Inc. 6 Davis Drive Belmont, California 94002	Games and puzzles include spelling (vocabulary) words in games and exercises; basic but not survival oriented.
DICTIONARY	work book	New Jersey Vocational Technical Curriculum Laboratory Rutgers State University Bldg. 4103 - Kilmer Campus New Brunswick, New Jersey	low reading level Designed to teach how to use the dictionary.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
USING THE TELEPHONE BOOK	cassette and activity sheets, teacher's manual	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5 - 4.5 Students learn how to read directions for placing a call, how to interpret yellow pages.
ESSENTIAL SERVICES	cassette and activity sheets, teacher's manual	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5 - 4.5 Emphasizes the importance of reading in order to find a place to live, find appropriate health services.
TAKING A TRIP	cassette and activity sheets, teacher's manual	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.0 - 5.0 Students discover reading is required in order to travel as they learn to: plan expenses, make auto preparations, get information on the route.
THE MARKET PLACE: HOW TO USE ADVERTISING, AVOIDING GYPS AND FRAUDS, SAFE GUARDS FOR SHOPPERS, GUIDE TO TEACHING	multi-media kit: bulletin board project, simulation game, transparency masters, unit work books	EMC Corporation 180 E. Sixth Street St. Paul, Minnesota 55101	interest level: secondary, post-secondary 3 units guide students in evaluating alternatives and making wise consumer decisions.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
HOW TO WRITE YOURSELF UP	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	low vocabulary level Chapters on letter writing, applications, data sheets, application forms.
PERSONAL MONEY SERIES	7 reading modules: 30 illustrated books, 1 read-a-long cassette, 30 skill development booklets, glossary, teacher's manual	Melton Book Company 111 Leslie Street Dallas, Texas 75207	high interest, controlled vocabulary Lessons cover real life situations.
CONSUMER MATHEMATICS	11 learning packages: performance task and taped unit lessons	Media Materials, Inc. Department E 2936 Remington Avenue Baltimore, Maryland 21211	reading level: below third reader level Problems center around the world of work and consumerism; 20 minute programmed lessons.
PEOPLE AND WORK SERIES	9 unit modules: 15 illustrated reading books, 15 skill packages, 1 audio conversion tape, 1 teacher's manual	Melton Book Company 111 Leslie Street Dallas, Texas 75207	reading level: 2.9 or below. interest level: mature P Series: preparing for work, decision making, how do you learn?, gaining friends, marriage, on your own, self-concept, your image, interviewing.
WEATHER AND US: BOOK I and II	2 paper cover work texts	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	for special needs students Functional reading; how weather affects us, weather reports, weather maps, seasons, kinds of condensation, symbols.